National Catholic Educational Association

Bulletin May 1966

Patterns of Interinstitutional Cooperation in American Catholic Higher Education

An Up-to-Date Report on Catholic Education in the United States

Annual subscription to quarterly *Bulletin,* $3.00
August issue, separately, $2.25

For conditions of membership in the National Catholic Educational Association, see inside back cover.

The National Catholic Educational Association Bulletin is published quarterly by the Association, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036. Second-class postage paid at Washington, D.C.

National Catholic Educational Association

Bulletin

Patterns of Interinstitutional Cooperation in American Catholic Higher Education

SISTER MARY DOLORES SALERNO, D.M.

An Up-to-Date Report on Catholic Education in the United States

WINIFRED R. LONG

Vol. 62, No. 4 May 1966

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

Officers for the Year 1965-66

General

President General: Most Rev. Ernest J. Primeau, S.T.D., Manchester, New Hampshire

Vice Presidents General

Rt. Rev. Msgr. Frank M. Schneider, Milwaukee, Wisconsin
Rev. Robert Newbold, Warwick, Rhode Island
Very Rev. Paul C. Reinert, S.J., St. Louis, Missouri
Rt. Rev. Msgr. Carl J. Ryan, Cincinnati, Ohio
Rt. Rev. Msgr. Edmund J. Goebel, Milwaukee, Wisconsin
Very Rev. Msgr. Thomas W. Lyons, Washington, D.C.
Rt. Rev. Msgr. Sylvester J. Holbel, Orchard Park, New York

Executive Secretary: Rt. Rev. Msgr. Frederick G. Hochwalt, Washington, D.C.

General Executive Board

Rt. Rev. Msgr. Lawrence J. Riley, Brighton, Massachusetts
Very Rev. James A. Laubacher, S.S., Baltimore, Maryland
Very Rev. Msgr. John E. Murphy, Little Rock, Arkansas
Rt. Rev. Msgr. Ralph M. Miller, Tonawanda, New York
Very Rev. Donald J. Ryan, C.M., St. Louis, Missouri
Rev. William McNiff, O.S.C., Onamia, Minnesota
Brother Gregory, F.S.C., New York, N. Y.
Rt. Rev. Msgr. Alfred F. Horrigan, Louisville, Kentucky
Dr. William H. Conley, Bridgeport, Connecticut
Very Rev. Msgr. R. C. Ulrich, Omaha, Nebraska
Very Rev. Msgr. Bennett Applegate, Columbus, Ohio
Very Rev. Msgr. James T. Curtin, St. Louis, Missouri
Very Rev. Msgr. Henry Gardner, Kansas City, Kansas
Brother Bartholomew, C.F.X., Newton Highlands, Massachusetts
Rt. Rev. Msgr. T. Leo Keaveny, Little Falls, Minnesota
Sister Marie Theresa, S.C., New York, N. Y.
Rt. Rev. Msgr. William E. McManus, Chicago, Illinois
Sister Mary Edward, S.S.J., Pittsburgh, Pennsylvania
Rt. Rev. Msgr. Daniel Kirwin, Vienna, West Virginia
Rt. Rev. Msgr. James E. Hoflich, St. Louis, Missouri
Rt. Rev. Msgr. Felix Newton Pitt, Louisville, Kentucky

Major Seminary Department

President: Rt. Rev. Msgr. Lawrence J. Riley, Brighton, Massachusetts
Vice President: Rev. Conrad Falk, O.S.B., Conception, Missouri
Secretary: Rt. Rev. Msgr. Michael J. Murphy, Cleveland, Ohio

Minor Seminary Department

President: Rt. Rev. Msgr. Ralph M. Miller, Tonawanda, New York
Vice President: Very Rev. Msgr. John O'Donnell, Chicago, Illinois
Secretary: Rev. Louis Prefontaine, S.S.S., Hyde Park, New York

College and University Department

President: Brother Gregory, F.S.C., New York, N.Y.
Vice President: Very Rev. Michael P. Walsh, S.J., Chestnut Hill, Massachusetts
Secretary: Dr. Richard A. Matre, Chicago, Illinois

College and University Department—Continued

Section on Teacher Education

Chairman: Sister Rosemary, D.C., Emmitsburg, Maryland
Vice Chairman: Rev. E. J. LaMal, O.Praem., West De Pere, Wisconsin
Secretary: Sister Maureen, S.S.N.D., Milwaukee, Wisconsin

Sister Formation Section

Chairman: Sister Mary Daniel, S.N.D., Ilchester, Maryland
Vice Chairman: Rev. Mother Mary Borromeo, O.S.F., Joliet, Illinois
Executive Secretary: Sister Rose Dominic, S.C.L., Washington, D.C.

Newman Education Section

Chairman: Very Rev. Msgr. John F. Bradley, Ann Arbor, Michigan
Vice Chairman: Rev. Jeremiah Kelliher, Washington, D.C.
Secretary: Rev. John T. McDonough, Washington, D.C.

School Superintendents Department

President: Very Rev. Msgr. R. C. Ulrich, Omaha, Nebraska
Vice President: Rt. Rev. Msgr. Raymond P. Rigney, New York, N.Y.
Secretary: Rt. Rev. Msgr. J. Edwin Stuardi, Mobile, Alabama

Supervisors Section

Chairman: Sister M. Celine, O.S.F., Rockford, Illinois
Vice Chairman: Sister M. De Lourdes, C.S.A., Cleveland, Ohio
Secretary: Sister Francis Eileen, S.L., Denver, Colorado

Secondary School Department

President: Very Rev. Msgr. Henry Gardner, Kansas City, Kansas
Vice President: Rt. Rev. Msgr. John P. Doogan, Seattle, Washington
Secretary: Brother Edwin Goerdt, S.M., St. Louis, Missouri

Elementary School Department

President: Sister Marie Theresa, S.C., New York, N.Y.
Vice President: Very Rev. Msgr. James Clyne, Los Angeles, California
Secretary: Miss Madonna Wach, Dayton, Ohio

Special Education Department

President: Rt. Rev. Msgr. Daniel Kirwin, Vienna, West Virginia
Vice President: Rt. Rev. Msgr. Sylvester J. Holbel, Orchard Park, New York
Secretary: Sister Joseph Mary, S.N.D., Washington, D.C.

Vocation Section

Chairman: Rev. Francis A. McKay, M.M., Maryknoll, New York
Vice Chairman: Rev. Joseph Haley, C.M., Lemont, Illinois
Secretary: Brother Joseph Pietrosante, C.S.C., North Easton, Massachusetts

NCEA HEADQUARTERS ADMINISTRATIVE STAFF

Executive Secretary: Rt. Rev. Msgr. Frederick G. Hochwalt

Associate Secretary, Major and Minor Seminary Departments: Position to be filled

Associate Secretary, College and University Department: Rev. C. W. Friedman

Associate Secretary, School Superintendents Department: Rt. Rev. Msgr. A. W. Behrens

Associate Secretary, Secondary School Department: Rev. C. Albert Koob, O.Praem.

Evaluation Consultant, Secondary School Department: Brother E. Anthony, F.S.C.

Associate Secretary, Elementary School Department: Sister Mary Nora, S.S.N.D.

Assistant Secretary, Elementary School Department: Sister St. Regina Marie, C.N.D.

Associate Secretary, Special Education Department: Very Rev. Msgr. Elmer H. Behrmann

Consultant for Guidance Services: Rev. George H. Moreau, O.M.I.

Religion Consultant: Mr. John Cermak

Administrative Assistant for Coordination of Program and Research: Mrs. Winifred R. Long

Administrative Assistant for Management and Personnel: Miss Nancy Brewer

Secretary, International Student Program: Miss Mary Anne Sigler

Convention and Exhibit Manager: Mr. Joseph O'Donnell

Patterns of Interinstitutional Cooperation in American Catholic Higher Education

Sister Mary Dolores Salerno, D.M.*

Catholic higher education is breaking away from the traditional mode of operation and is experimenting with a variety of new methods. One of these—interinstitutional cooperation—is the concern of this article. As used here, interinstitutional cooperation embraces the joint efforts and operations of two or more institutions of higher education which voluntarily plan and agree, formally or informally, to join forces and pool resources for the attainment of common educational objectives.

In recent years, this new technique of operation caught the attention of Catholic educators, and, as a result, more and more administrators of Catholic colleges and universities have been exploring its feasibility and have been embarking upon joint ventures in an effort to resolve some of the problems besetting them. Furthermore, as information concerning successful cooperation is disseminated, cooperative programs in increasing numbers are being established.

Ample evidence to substantiate these statements was revealed in the findings of a recent study[1] conducted by the writer under the direction of George F. Donovan, Ph.D., associate professor of higher education at The Catholic University of America in Washington, D.C. Highlights of the study are presented here in order to acquaint readers with what has been, is being, and can be accomplished cooperatively in higher education. To this end, statistical information has been culled from the data, and some successful cooperative programs have been selected for brief delineation. In addition, guidelines for the initiation, implementation, operation, and evaluation of joint projects are recommended. Included also is a bibliography of selected books and articles dealing with cooperation.

* Sister Mary Dolores Salerno, D.M., has taught in the schools of the Daughters of Our Lady of Mercy, Newfield, New Jersey, and this year completed her work toward a doctorate in higher education from The Catholic University of America.

[1] Sister Mary Dolores Salerno, D.M., *Patterns of Interinstitutional Cooperation in American Catholic Higher Education* (Washington, D.C.: The Catholic University of America Press, 1966). Pp. 291.

While instances of sporadic cooperation between Catholic colleges and universities may be found at an earlier date, it was not until the 1950's that interinstitutional cooperation assumed a new dimension and voluntary group action began to emerge as a new pattern of operation. Interest in cooperation was renewed when it became evident to administrators that no one institution would be able, independently, to meet the ever-increasing demands on higher education.

Traditionally, Catholic colleges and universities, as well as public, private, and other church-related institutions of higher education, were founded and operated autonomously. Unilateral operation in almost complete isolation was the accepted modus operandi in American higher education at the time. Faculty and students were recruited, programs established, funds raised, and goals pursued with little or no regard for what other colleges and universities were doing. The only relationship which seemed to exist between them was one of rivalry and competition. Apparently, there was neither the desire nor the need for cooperation; therefore, no one questioned the wisdom of such action.

Following World War II, however, changes began to occur. The influx of students seeking higher education necessitated the provision of additional classrooms, dormitories, and other facilities. More money had to be raised and additional instructors provided. Administrators were compelled to investigate various proposals to meet these needs. At the state level, coordination—a relatively new concept—was introduced in order to comply with demands for the more efficient use of public monies. Private and church-related institutions, likewise, directed their attention to the potentialities of cooperation and coordination as the more economical means of providing higher education for more students. Accounts of plans for joint activities and of the establishment of cooperative programs began to appear in newspapers and educational journals. Reports of the successes of joint enterprises were publicized and acknowledged by educators.

As the volume and variety of literature describing interinstitutional cooperation increased, interest in this device heightened. It became the topic for discussion at educational meetings and the theme for conferences and conventions of educational associations. The National Catholic Educational Association, for example, devoted an entire issue of its BULLETIN—February, 1964—to interinstitutional cooperation. Speakers at its regional meetings and national conventions urged administrators to explore the possibilities of joint action.

The Sister Formation Conference called together representatives of the various religious communities of women to discuss ways and means of strengthening existing colleges. The pooling of resources was suggested as one means whereby the proliferation of small colleges could be eliminated and the duplication of offerings avoided, while existing colleges could more efficiently and effectively utilize personnel and facilities. The Catholic University of America conducted a Workshop on Interinstitutional Cooperation, thereby giving participants the opportunity to hear and confer with nationally known authorities in the field. The impact of these activities cannot be underestimated as there is noted a steady increase in the number of cooperative programs being inaugurated.

Despite this acceleration, however, information concerning the status of interinstitutional cooperation in American Catholic higher education is not readily available. Reporting in newspapers and journals is minimal and generally limited to a brief account of plans for cooperation. Nothing is known of the methods used in planning, establishing, operating, and evaluating specific joint undertakings. The dearth of literature on this phase of cooperation provoked the following questions:

Are Catholic college and university administrators remiss in exploring this emerging pattern in American higher education? Or are joint ventures being launched quietly with little or no publicity? If the latter is true, how many Catholic institutions are currently engaged in these programs? Is it the small, weak college which is cooperating in order to survive? Is interinstitutional cooperation circumscribed geographically? In what areas has this technique been found to be most effective? What problems have been encountered? What are the advantages of cooperative programs? Do they outweigh the disadvantages?

In order to find answers to these and related questions, the present study was undertaken. It was anticipated that the data collected would reveal the location, identification, and description of currently operative programs and that this information might be made available to those interested in, and responsible for, the development and advancement of Catholic higher education in the United States.

Institutions and Programs

In an effort to include all Catholic institutions engaged in cooperative programs, a preliminary inquiry was directed to approximately

300 presidents of Catholic colleges and universities. This instrument was successful in locating 116 institutions which reported participation in joint undertakings and indicated willingness to participate in the study. A detailed check list sent to the administrators of these institutions in September 1964 elicited responses from 108—more than 93 percent of those contacted. The elimination of 13 whose programs did not meet the criteria for inclusion brought the total number of participants to 95, whose programs form the basis of the study. Additional information was gathered from pertinent literature and institutional documents, as well as through correspondence and personal interviews.

The data revealed interesting and surprising facts. Some developments are encouraging and exciting. Catholic colleges and universities are pooling their resources in ways formerly considered by them as impractical and undesirable. Especially worthy of note is the fact that these institutions are not cooperating among themselves exclusively but have entered into agreements with non-Catholic institutions as well. In addition, institutions for the education of men and those for women are conducting joint classes in many disciplines. Not only are the services of faculty members and specialists being shared but physical facilities and costly equipment are being shared as well. Institutions of every type, size, and control are involved in cooperative arrangements which are local, state, regional, national, and even international in scope. These are a few features of the joint programs reported as currently in operation.

The distribution of the 95 institutions revealed a representative sampling of Catholic colleges and universities now in existence. Geographically, they are located in 29 states and in the District of Columbia, with every section of the nation represented. From the standpoint of type, the majority (54) are four-year liberal arts colleges offering courses leading to the bachelor's degree; 23 offer a master's program; 12 are junior colleges; and 6 are universities which confer the doctor of philosophy degree. Distribution by size brought to light the fact that approximately three-fourths of the participating institutions enroll less than 1,000 students—37 have less than 500 and 34 have between 500 and 999 students. The remaining 24 institutions have enrollments ranging from 1,000 to 10,000. Distribution by sex of student body disclosed the preponderance of institutions for the education of women—60; 23 are men's institutions, and 12 are coeducational.

Particularly encouraging is the number of cooperative programs in which the 95 participating institutions are engaged—155 separate arrangements. It is also worthy of note that 60 of these institutions are engaged in only one program, while 22 are involved in two and 13 in more than two. Of the institutions reporting more than two programs, nine are engaged in three; two in five; one in six; and one in eight different undertakings.

Development of Cooperation

The year in which these programs were inaugurated confirmed the statement that, although some isolated examples of cooperation could be found prior to 1950, there has been a decided increase in interinstitutional cooperation within the last decade and a half.

The earliest program reported for this study was inaugurated in 1904; it has since been enlarged and is to remain in operation indefinitely. That interest in cooperation at this time was not high is evident in the lapse of time—almost a quarter of a century—before the next program went into effect in 1928. During the following decade only 4 joint ventures were launched, and another lapse—thirteen years (1937-1950)—was noted before interest was revived, and 26 cooperative programs were initiated in the decade from 1950 to 1960.

However, the cooperative movement seemed to gain momentum during the sixties when, in the five-year period from 1960 to 1964 inclusive, Catholic institutions inaugurated 72 programs—more than two-thirds of all those for which the year of inauguration was reported. Noteworthy, too, is the number (21) which went into effect in one year (1963) as compared with 26 in the previous decade.

This phenomenal growth in interinstitutional cooperation may be attributed to several factors. First, there is prevalent in the world today a more widespread acceptance of the value of interdependence as well as self-sufficiency. People are becoming more and more aware of the fact that no one nation, group, or individual is in a position to cope independently with all problems. Secondly, examples of successful joint business and educational enterprises are creating interest in these endeavors with the desire to emulate them. Thirdly, educators realize that the survival of many small institutions is at stake. Fourthly, administrators are seeking through cooperation to expand their educational offerings and services more economically,

efficiently, and effectively. Fifthly, the state, with its master plan for higher education, often ignores existing and well-established Catholic colleges and universities and thus subtly compels administrators of these institutions to explore every possible means to achieve their goals. To these might be added a sixth factor—the availability of foundation grants for forward-looking cooperative programs.

Patterns and Agreements

Regardless of the factors which contributed to the initiation of current joint programs, the fact remains that each arrangement is unique. It may be safe to say that no two programs have the same goals, are administered in a similar manner, or involve the same number of people. In fact, if one attempted to describe them in one word, perhaps the best word would be "diversified." This characteristic is clearly discernible in the types of institutions, programs, agreements, and activities reported. Some illustrations may clarify this point.

Liberal arts colleges are cooperating in offering joint extension and summer session programs, in providing courses for nurses of a nearby nursing school, in making available teacher education programs, in offering area studies, in sharing faculty, in providing cultural and social activities for students, and in affording the joint utilization of physical facilities and scientific equipment. Generally, these institutions are located a few miles apart—one for the education of women and the other for men.

Universities and colleges with graduate divisions are pooling their resources in offering joint graduate degree programs; some include courses on the undergraduate level as well. A number of these institutions have also joined forces with professional schools, thereby enabling students to earn two degrees within a five-year period in the "3-2" engineering program.

Junior colleges are sharing faculty and physical facilities with each other, with four-year colleges, and with universities; some have agreed to offer lower-division courses only. Professional schools and technical institutes are enrolling liberal arts students in courses not offered on their home campuses.

From these arrangements have emerged an interesting variety of patterns which should serve as stimuli for institutions planning programs for the future. For clearer and more convenient reporting throughout this study all programs have been classified simply as bilateral or multilateral. The predominant pattern is the bilateral

arrangement between two Catholic institutions in close proximity. Multilateral programs, more complex in structure and design, range from those involving three institutions cooperating in a single discipline to regional councils or state associations with as many as 43 members collaborating in various joint efforts.

The large number of bilateral programs currently in operation seems to suggest the caution with which administrators, inexperienced in the technique of cooperation, approached their first ventures. Of the 60 institutions reporting involvement in only one cooperative program, 37 are cooperating bilaterally, and 16 of the institutions engaged in two or more programs have bilateral arrangements only. Multilateral programs were the choice of 23 institutions involved in only one undertaking and of 2 institutions engaged in two or more joint enterprises. Both bilateral and multilateral programs were reported by 17 of the participants.

The types of agreements to launch these programs are interesting but rather surprising. Agreements are formal or informal, verbal or written. But approximately one-half of the programs reported are operating under terms of informal verbal agreements. While this practice may be an indication of the mutual respect prevalent among administrators, it would seem that a written agreement, however informal, might eliminate misunderstandings which are bound to occur.

Informal written agreements in the form of letters, minutes of meetings, and descriptive catalog statements are in force for slightly more than one-fourth of the programs currently operative, and the remaining one-fourth are formal agreements which include contracts, articles of incorporation, charters, and bylaws.

For the most part, agreements are made for an indefinite period of time with the stipulation that they may be terminated by notification to that effect at least six months prior to the termination date. A few agreements are made for one year to be renewed annually, if desired. In every case, allowances are made for periodic appraisals and necessary modifications, if some aspects of the program prove to be impractical.

Contributing Factors

Authorities agree that some factors contribute to, and others deter from, the establishment of cooperative programs. Corroboration of this fact was revealed by the respondents who indicated that geographical proximity of institutions of higher education is the most significant factor contributing to interinstitutional cooperation. This

is obviously true of programs which entail joint classes, the sharing of instructors, and the joint use of physical facilities. It was further borne out by the number of programs currently operative at the local level—more than two-thirds of those reported. However, these initial local efforts very often serve as stepping-stones to programs which are broader in scope. The number of programs in operation at various other levels—14 regional, 9 state, 4 national, and 2 international—is a clear indication of this and proves that distance may limit or restrict the types of cooperative programs feasible but it is no hindrance to cooperation as such.

The following are illustrative of joint enterprises which involve broad geographical areas:

One regional council encompasses four states and all the Catholic liberal arts colleges for women in them. The presidents and deans of the member institutions meet regularly to discuss problems, explore areas for cooperation, initiate cooperative programs, and plan for joint fund-raising drives. Another lists among its members 7 Protestant institutions, 5 Catholic colleges, 2 state institutions, a private art institute, and a community college. In general, its objectives are to broaden, improve, and enrich higher education in the region through cooperation among its 16 institutional members in any way possible. To date, it has (1) collected and transmitted to its members information on activities and programs of potential interest, (2) cooperatively engaged outstanding speakers, (3) published pertinent data on member institutions, and (4) conducted seminars for faculty and selected students.

At the state level, a council of 21 church-related colleges has been organized in order to present a united Christian front for higher education in the state. In addition to making joint long-range plans for higher education, the institutions have been sharing specialists and lecturers. The common interests and unity of purpose of the administrators and faculty members of these institutions have culminated in a bond among them which is a definite step forward in ecumenism.

Programs on the national level are primarily those which involve Catholic institutions and schools of engineering of both Catholic and non-Catholic universities. For example, one Catholic college has agreements with four different universities across the nation—two Catholic and two non-Catholic—where students may enroll in engineering programs.

On the international level, a number of Catholic colleges for women are cooperating with the Sister Formation Overseas Confer-

ence in preparing Indian sisters for their assignments in India. In another international cooperative program, a Catholic university has established a center abroad where 220 undergraduate students from 63 colleges are at present studying the humanities. The center enables smaller colleges to provide for their better students an opportunity to study abroad for one year. Places are reserved each year by the university for students from cooperating colleges.

In addition to geographical proximity of institutions, common philosophy and similar objectives are considered by administrators as factors contributing to the establishment of cooperative programs. Confirmation of that fact is found in the number of cooperative programs between Catholic institutions—more than double the number involving both Catholic and non-Catholic colleges and universities. It is significant, however, that differences in philosophy and objectives present no obstacles for the administrators who are currently engaged in cooperative programs which involve 67 non-Catholic colleges and universities.

Interestingly, cooperation in these programs consists primarily in the joint utilization of facilities, joint surveys and studies of the educational needs and resources of a geographical area, the cooperative engagement of visiting lecturers, and combined social and cultural activities.

One pioneer venture which involves students and faculty members of Catholic and non-Catholic institutions may be the prototype of future programs. Described as a joint experiment in general education in which one state and two Catholic institutions are cooperating, it is designed for selected superior students and for faculty members of the three institutions who, as panelists, discuss current issues. According to the administrators, a program of this nature provides an opportunity for Catholic students to defend their religious and philosophical convictions and for non-Catholics to become acquainted with Catholic philosophy and teaching. Some of the results of this program have been better understanding and improved working relationships among the participants. In such an arrangement, too, are found significant potentialities for carrying out the directives of the Holy Father and the decrees of Vatican II. It may be safe to say that more joint activities of this type can be expected.

Personnel

One aspect of interinstitutional cooperation which needs further study is administration. At present, it seems that the area in which

institutions are cooperating determines, to a great extent, the administrator of the program. For example, a program designed for joint offerings in history is administered by the chairmen of the history departments; the cross-use of library facilities is the responsibility of the librarians of the cooperating institutions.

In general, bilateral programs are administered by the presidents and deans, particularly when cooperation is academically oriented. However, when such a program involves more than two institutions, the responsibility for administration is frequently delegated to a liaison committee composed of deans and faculty members. Moreover, the complex multilateral cooperative programs have created the need for a new officer who generally assumes the responsibility for the coordination of all cooperative activities. He bears such titles as coordinator, chairman, executive secretary, or executive director, but his exact role and duties have not yet been clearly defined.

In addition to the person or persons primarily responsible for the administration of joint programs, the registrars, business officers, clerical staff, and directors of public relations play an important role. Registrars are responsible for records, transcripts, scheduling, calendars, and numerous other duties; business officers are entrusted with all monetary aspects of joint projects; but, surprisingly, the potential in the office of public relations seems to have been overlooked. Only one institution reported the involvement of its director of public relations in cooperative programs. Yet, he is often in a position to interpret and clarify the objectives of interinstitutional cooperation to the public. Through him better working relationships might be developed between the public, which looks to educational institutions for leadership, and the institutions, which depend upon the public for support.

Although there is general interest in the number of students and faculty members participating in cooperative programs, an effort to determine the number in current programs proved fruitless. Reasons given for this lack of information varied, but in many cases it was due to the fact that the number fluctuates from semester to semester depending on the courses offered. However, it is worth noting that more than three-fourths of the programs are geared to undergraduates; some are designed for graduates only, and others include courses for both graduate and undergraduate students. Listed among the faculty are those with ranks of professor, associate professor, assistant professor, instructor, lecturer, and specialist.

Cooperative Activities

The variety of cooperative activities reported have been grouped under the following headings: specialization, sharing faculty, sharing physical facilities, educational opportunities for students, administrative procedures and business affairs, contracts for services, and communications.

Four types of joint activities were noted in the area of specialization: (1) joint studies and surveys of the needs, resources, and facilities; (2) recommendations for specialization; (3) decisions as to offerings in special fields; and (4) assistance to another institution in establishing a cooperative program in a specialized area.

In specialized fields, interinstitutional cooperation has made possible many programs which a single institution could not undertake. Such, for example, are joint programs in non-Western studies, in the sciences, in foreign languages, and in mathematics—to name a few of the most common. A specific program of this type became operative when the facilities of the Argonne National Laboratory were made available to educational institutions in its vicinity. Thus, the faculty members and students of the cooperating institutions have at their disposal the services of highly-trained specialists, as well as costly equipment, which enable them to carry on research in the sciences and in mathematics.

The variety of educational experiences provided for students through cooperation is noteworthy. Currently in operation are joint classes and seminars; combined cultural and social programs; cooperative degree programs; joint summer sessions; area studies and traveling scholar programs; educational television and adult education programs; extension and honors programs; and evening sessions.

Joint classes are being conducted in many different disciplines, such as the fine arts, history, philosophy, English, mathematics, the sciences, and foreign languages. Joint cultural programs make use of lecturers, musicians, artists, and specialists who are engaged on a cooperative basis. Joint summer sessions combine the facilities, instructors, and students of two or more institutions. Joint degree programs, on both the undergraduate and graduate levels, avoid unnecessary duplication, expand curricular offerings, fully utilize physical facilities, and give professors the opportunity to teach more in their specialities. Joint seminars are generally designed for the superior student rather than for the entire student body. Seminars

in the students' major fields, as well as interdisciplinary activities, are reported, particularly in the sciences.

Because teachers qualified to teach in area studies programs are at a premium, the number of these programs currently in operation is limited—only 11 were reported. The critical shortage of qualified teachers for these programs was noted and provided for by three institutions whose first cooperative venture was the preparation of teachers for a future joint area studies program.

The traveling scholar program, by which a graduate student is given the opportunity to cross institutional lines and, for a semester, take courses at cooperating institutions, is being used by seven institutions. The student in this program, with the permission of his graduate adviser and the dean of the graduate school, not only is admitted to classes but also is allowed the use of library and other research facilities.

Comparatively few joint extension programs are in operation. The apparent disinterest in these programs is explained, in part, by the fact that many states have monopolized this form of education through the establishment of state university centers and branch campuses. Minimal cooperation was noted also in educational television programs. It would seem that this excellent medium of instruction should be further explored by Catholic educators so that an increase in the number of ETV cooperative programs might be made possible.

Another area in which there is little joint activity in Catholic higher education is in the provision of adult education programs. Perhaps information about the four programs currently in operation will stimulate interest for the initiation of similar programs throughout the nation. Being offered at present are courses in theology, philosophy, science, mathematics, psychology, foreign languages, the fine arts, and a host of other subjects of current interest.

The sharing of faculty between colleges and universities is being achieved by four different methods. The one most commonly used is that by which a faculty member receives a full-time appointment from one institution and teaches part-time in another. The agreement for this arrangement stipulates that the second institution pay the appointee a share of his salary proportionate to the services rendered. By another arrangement a faculty member receives part-time appointments and teaches in more than one institution. The joint appointment of a specialist to instruct in a specialized field is the third method used, while the fourth consists in a full-time appointment with teaching assignments alternating between institutions.

Specific examples of these methods may be found in the following: A Catholic women's college is sharing the services of a chemistry professor with a nearby state college; another is sharing the services of a sister-psychologist with a clinic; two men's institutions are sharing the services of a musician; and a Catholic women's college and a Catholic men's college have appointed jointly a mathematics professor to teach the same courses in each college in alternate semesters.

The sharing of physical facilities and costly equipment is a form of cooperation which is used extensively. Libraries and laboratories head the list of facilities being shared; however, it is significant that the number of institutions cooperating in the use of library materials and facilities is twice the number of those jointly using laboratories. The cross-use of libraries has resulted in an increase in the quantity, and improvement in the quality, of the holdings available to each of the cooperating institutions. In addition, duplication of materials in highly specialized fields has been avoided, and the services of qualified librarians have been shared. It is becoming a common practice to purchase special library collections only after consultation between librarians of the cooperating institutions. Laboratory facilities are being shared in the sciences (biology, physics, and chemistry), in foreign languages, in home economics, and in medical technology. Minimal but significant beginnings were noted in the joint procurement and use of computers, as well as data-processing and research equipment. The joint utilization of such facilities as residence halls, auditoriums, field houses, student union buildings, gymnasiums, and international houses for foreign students and their advisers is likewise gaining in favor. By one arrangement, the women attending a Catholic women's college and a state university use the residence hall on the Catholic college campus. By another, the students of a Catholic women's college share the campus center, chapel, and library of a Catholic university in close proximity.

Surprisingly, cooperative enterprises which entail contracts for services are least among the number of joint activities currently in operation. Only four respondents indicated joint guidance, testing, and counseling services; three have joint contracts for transportation, food services, and health services; two have group insurance and joint job placement services; and one reported involvement in a joint fuel service contract. The foregoing are, in the opinion of the writer, worthy of serious consideration by administrators. Perhaps mention of them here will provide the incentive for their investigation.

Joint administrative procedures and business affairs range from

the engagement of visiting lecturers to the joint appointment of a statistician and public relations officer—the former being the most common practice. The facility with which this type of agreement can be reached and the advantages accruing from it seem to account for its popularity. Moreover, through these simple joint relationships, the habit of cooperation is developed; therefore, the importance of these activities cannot be overemphasized. Likewise, the full utilization of the cultural resources of an area in joint programs for institutions of higher education can be instrumental in bringing into a closer and more harmonious relationship educational institutions and cultural organizations of a geographical area. In excess of 30 institutions reported activities of this nature, with excellent results. By recognizing and utilizing the valuable assets of local cultural resources, the concept of the educational institution as an "ivory tower" seems to be gradually disappearing as it gains prestige in the public mind.

Scheduling classes and preparing academic and student activities calendars are, at best, tedious tasks; as joint activities, the difficulties encountered are evidently compounded. While reporting them as "not insurmountable," a number of administrators indicated that scheduling joint classes and integrating calendars presented difficulties. Causative factors are the differences in the length of class periods; variations in the amount of time allotted between classes; and the distance between the campuses of the cooperating institutions, as well as the lack of transportation facilities. In addition, there are variations in dates for opening and terminating the scholastic year and differences in the length of vacation periods during the school year. A few years' experience has resolved these problems for many administrators.

Limited cooperative activity in faculty and student recruitment, and even less in research, was reported in operation. It may be safe to say that faculty recruitment on a cooperative basis may be utilized to a greater extent after present programs are evaluated and the mutual benefits of joint appointments and exchange of faculty are reported by cooperating institutions. But, while cooperating institutions continue to offer basically the same courses, student recruitment will remain competitive. Plans whereby neighboring colleges and universities agree to offer different areas of concentration might do much to alleviate this situation.

In regard to research, some Catholic educators envision the establishment of centers which will be utilized cooperatively; as yet, joint research in Catholic higher education is in the initial stages.

Considering the fact that cooperative fund-raising and purchasing agreements do not interfere with philosophy, objectives, or the autonomy of the participating institutions, there are surprisingly few such programs currently operative. One would expect, for instance, that the economies realized from joint purchases would serve as incentives for increased joint activities of this type. But such is not the case. Very limited cooperation was noted also in orientation, advertising, admissions, and business management services; only two respondents reported joint appointments of a statistician, a public relations officer, and an engineering consultant. It is encouraging to note that, however minimal the efforts at cooperation in these areas, the participants are enthusiastic about results.

The last area of cooperation to be considered is by no means the least. In fact, there is general agreement that effective means of communication are extremely important in all cooperative enterprises. Therefore, if the participants in joint ventures hope to attain maximum and optimum results in their undertakings, channels of communication must be kept open continuously within, between, and among the cooperating institutions. At present, relatively little is being done in this area. Joint efforts in communications were reported by eleven respondents who have published joint reports of studies and surveys; nine who have made use of combined space in newspapers and journals; five who have combined college days and joint student publications; four who have utilized radio and television time cooperatively and also published joint newsletters; and two who have combined traveling exhibits and, in addition, have published joint annual reports and schedules of events. There is evidently a need to explore further the techniques which will improve intrainstitutional, as well as interinstitutional, cooperation.

One of the major problems confronting Catholic colleges and universities is that of limited finances with which to underwrite educational programs. Periodic raising of students' tuition offers no solution; conversely, it succeeds in driving students from Catholic institutions to state colleges and universities where tuition is much lower. Although interinstitutional cooperation has not resolved the problem, it has provided some alleviation. The cooperative engagement of outstanding lecturers, for example, reduces considerably the cost to the individual institution. Similarly, the joint appointment of a specialist makes possible the offering of courses in a specialized field, the cost of which would be prohibitive if each institution en-

gaged a specialist independently. The same may be said of sharing facilities and equipment.

While the financial support of cooperative programs is, to a great extent, shared by the cooperating institutions, foundations have underwritten 15 percent of the costs of the initiation, implementation, and operation of programs currently in operation. Hopefully, additional funds will be forthcoming from foundations for future ventures.

Advantages, Problems, Plans

Administrators were enthusiastic in their comments about the advantages derived from cooperation. They agreed unanimously that the benefits accruing from joint action far outweigh the difficulties encountered. Listed first and second among the advantages are *economy of operation* and *the more efficient use of resources.* Other benefits reported include the improvement and enrichment of instructional programs and library services; the intellectual stimulation accorded administrators, faculty members, and students; the elimination of, and reduction in, the duplication of offerings; and opportunities for experimentation in higher education. In addition to the foregoing, which were incorporated into the check list, the respondents indicated specific advantages resulting from their own programs. The following have been selected from the rather impressive list: cooperation broadens educational horizons; spreads the impact of outstanding teachers; allows for greater understanding of the character and quality of each institution; encourages respect for truth, wherever found; forces clarification of goals and challenges to excellence; has ecumenical overtones; and provides unified strength in interactions with legislatures, accrediting groups, and other agencies.

In reporting realistic appraisals of their cooperative programs, the respondents indicated some "problems" rather than disadvantages. Among the most persistent are difficulties in scheduling and discrepancies in academic calendars. Differences in standards and policies, in admission and degree requirements, in accounting and marking systems, and in objectives present some problems which are resolved as they are met. In fact, it was emphasized that no problem is insurmountable.

Plans for the future are indicative of a trend toward increased interinstitutional cooperation and attest to the benefits accruing from current programs. Approximately two-thirds of the respondents have plans for the continuance of present programs and for exploration of further cooperation; more than one-half plan to expand current

programs. In addition to these general plans, proposed cooperative activities include lectures, classes, cross-use of libraries, libraries for seldom-used books, integrated calendars, departmental and faculty meetings, television instruction, building, purchasing, faculty housing, and international houses for foreign students and their advisers.

From the foregoing it may be concluded that Catholic higher education will, in the foreseeable future, be involved in an increasing number and variety of cooperative programs. The writer is aware that joint activities are being inaugurated at such a rate of speed that it is impossible to present at any one time a definitive and accurate account. However, it can be said with certainty that interinstitutional cooperation is offering opportunities and opening avenues for experimentation and innovation which cannot, and should not, be ignored. What is required, above all, is dynamic leadership which will inspire confidence and stimulate interest in cooperative action. What can be achieved depends upon the needs, resources, and, especially, the imagination and creativity of the participants.

Programs

In order to acquaint the reader with programs which are currently in operation or under way, brief descriptions of a cross-section of joint enterprises follow.

Bilateral Arrangements

Teaching Internship Cooperative Program: Belmont Abbey College, Belmont, North Carolina, and Temple University, Philadelphia, Pennsylvania. Belmont Abbey College and Temple's School of Education are engaged in a cooperative program for teacher training which leads to the master of education degree as well as to teacher certification. Under the terms of the agreement, Belmont offers students in this program a curriculum geared to the attainment of liberal arts breadth and subject matter depth. Upon completion of this program and after being awarded the bachelor of arts degree by Belmont, the students begin work in education at Temple. The post-baccalaureate internship program enables students to pursue courses at Temple while teaching in the Philadelphia School System at an average annual income of $5,200. At the end of two or three years the student will have earned the master's degree and will have obtained secondary school certification and placement tenure.

Loyola University, Chicago, Illinois, and Mundelein College, Chicago. Loyola and Mundelein are involved in interinstitutional cooperation which embraces administrative practices, instruction at home and abroad, the sharing of physical facilities, and the provision of health services for their students. Illustrative of the joint activities currently in operation are:

the co-sponsoring of summer institutes for teachers of modern foreign languages; the joint offering of a Russian major by the modern foreign language departments; the joint utilization of such facilities as a campus center, chapel, and library; combined health services; and a study tour to Spain co-sponsored by the two institutions.

Marymount College, Boca Raton, Florida, and Florida Atlantic University, Boca Raton. The cooperative ventures undertaken by Marymount, a Catholic junior college for women, and Florida Atlantic University, a large state university, represent a trend toward increased interinstitutional cooperation involving both Catholic and non-Catholic institutions of higher education. The presidents of the two recently-founded institutions agreed at the outset that their offerings and programs would complement each other. The university, with its modern facilities and resources, and the college, with its established Christian tradition, are cooperatively aiming toward better teaching and better learning by means of joint classes, seminars, cultural programs, and activities in adult education. In the brief period since the initiation of the cooperative program in 1964, the two institutions have engaged in numerous and varied joint activities. For example, FAU students take lower-division courses at Marymount, and Marymount students attend business lectures and take upper-division courses at FAU; Marymount faculty and students have access to the ultra-modern library facilities and materials at FAU, as well as to its learning resources center (radio, TV, laboratories), and FAU faculty and students may use the Marymount library which specializes in philosophy and theology; some FAU women reside in Marymount's Trinity Hall; a combined choral group and orchestra is composed of faculty and students of both institutions; and faculty is shared through joint appointments.

College of St. Rose, Albany, New York, and St. Bernardine of Siena College, Loudonville, New York. The Siena Graduate School and the graduate division of the College of St. Rose are experimenting in a cooperative program in history. Inaugurated in the summer of 1963, the joint master's degree program is achieving its objectives by means of joint classes and faculty exchange. In addition, these two institutions, located five miles apart, are cooperating on the undergraduate level in an honors program for a limited number of seniors who participate in joint classes and seminars and use the facilities of both libraries.

College of St. Benedict, St. Joseph, Minnesota, and St. John's University, Collegeville, Minnesota. The CSB-SJU Academic Exchange Program embraces such cooperative activities as faculty exchange, joint classes, and the sharing of facilities and equipment—a computer, an auditorium, a library, and science and language laboratories. Limited enrollments in some classes led the two institutions, which are approximately four miles apart, to offer a joint bachelor of arts program.

Since the faculty members of both institutions are primarily members of the Benedictine Order, they have a long history of collaboration in many areas.

Fordham University, New York, and Columbia University, New York. The Fordham College of Arts and Sciences, in cooperation with the Columbia School of Engineering, offers a five-year program combining liberal arts education with professional training in engineering. Students who wish to enter this program must adhere to the regular curriculum of a major in chemistry, mathematics, or physics for the first three years. During the last two years, they attend the Columbia University School of Engineering and Applied Sciences and at the same time complete their philosophy and theology requirements at Fordham. This combined five-year program leads to two degrees—the baccalaureate degree from Fordham and the Columbia B.S. degree in one of the following engineering disciplines: chemical, civil, electrical, industrial, mining, metallurgical, or nuclear.

Dunbarton College, Washington, D.C., and Howard University, Washington, D.C.; Dunbarton College and the University of Maryland, College Park, Maryland. Dunbarton College, in cooperation with the Newman Clubs of Howard and the University of Maryland, is making available courses in theology to Catholic students attending these universities. In an adult education program, a similar arrangement with the Archdiocesan Office of the Confraternity of Christian Doctrine enables Dunbarton to provide evening courses in theology for adults active in CCD work in the city of Washington.

College of Notre Dame, Belmont, California, and the University of Santa Clara, Santa Clara, California. Geographically in close proximity, the University of Santa Clara and the College of Notre Dame agreed, in 1958, to offer cooperatively a program leading to the degree of master of science in teaching mathematics. The joint undertaking, scheduled to remain in operation for an indefinite period of time, has combined the facilities and the faculties of the departments of mathematics of the two institutions.

College Misericordia, Dallas, Pennsylvania, and the University of Scranton, Scranton, Pennsylvania. In accordance with the terms of a written agreement, the University of Scranton (for men) and College Misericordia (for women) established a cooperative program in 1959 whereby a joint master's degree program became operative and is currently in effect. Courses are offered on both campuses, which are located twenty-seven miles apart, and are open to both men and women. Up to eighteen credits toward a master's degree may be acquired at the college, while the remaining twelve credits must be obtained at the university, which grants the graduate credits and confers the degrees.

College Misericordia, Dallas, Pennsylvania, and King's College, Wilkes-Barre, Pennsylvania. Under the terms of a written agreement, students of College Misericordia and King's College may, with the approval of their respective deans, follow courses in special sessions—evening and summer—of the cooperating institutions. King's, a city college, and Misericordia, located in a rural setting ten miles distant, conduct extension courses in the city for the convenience of nurses working for a

bachelor of science degree and for teachers pursuing courses which lead to certification. Tuition payments are made by the students at the school teaching the course.

Gannon College, Erie, Pennsylvania, and Mercyhurst College, Erie. Gannon College has a cooperative academic program and a joint cultural program with nearby Mercyhurst. The institutions exchange faculty members, and students from each college attend classes on the other's campus. Men from Gannon enjoy Mercyhurst's visiting lecturers and performing artists; Mercyhurst girls participate in Gannon's little theatre productions. The schools also publish a joint brochure, and a joint committee is currently formulating acceptable policies and procedures for additional cooperation.

Seton Hill College, Greensburg, Pennsylvania, and St. Vincent College, Latrobe, Pennsylvania. Cooperation in the form of exchange of faculty, combined dramatic and choral productions, and joint social activities has been in existence for many years between Seton Hill and St. Vincent, ten miles distant. Seton now has plans under way for cooperation with the branch campus of the University of Pittsburgh in Greensburg. Under discussion also are regional plans for cooperation which would include these three institutions.

St. Norbert College, West DePere, Wisconsin, and the University of Wisconsin Center, Green Bay, Wisconsin; St. Norbert College and the University of Detroit, Detroit, Michigan; St. Norbert College and Marquette University, Milwaukee, Wisconsin. St. Norbert College is currently engaged in a number of separate cooperative programs at intrastate, interstate, and national levels. For example, 3-2 cooperative programs in engineering provide opportunities for St. Norbert students to earn a bachelor of arts degree from their home institution and a bachelor of science degree in engineering from either Marquette or Detroit. A very simple arrangement is in operation whereby St. Norbert and the University of Wisconsin Center co-sponsor cultural programs which are held in St. Norbert's facilities—auditorium and student union. Plans for future cooperation include TV instruction, faculty appointments, and the procurement and use of computer and data-processing equipment.

Since 1953, when the number of women in its student body requesting programs in medical technology increased, St. Norbert has entered into agreements with a number of hospitals which have approved medical technology programs.

College of St. Teresa, Winona, Minnesota, and St. Mary's College, Winona. A Cooperative Language Center, financed by grants from the Hill Family Foundation, was established in 1957 at the College of St. Teresa to be used jointly by the faculty and students of St. Mary's College and the College of St. Teresa. Utilizing such cooperative techniques as faculty workshops, summer language schools, seminars, and in-service training for public and private school teachers, opportunities are provided for participants to acquire fluency in modern foreign languages and to learn how to operate the electronic devices in language laboratories. In

the four-year period from 1957 to 1960 inclusive, more than 800 teachers took advantage of the center's programs.

In addition to the Cooperative Language Center, the two institutions share library materials and facilities. Recently, they joined forces with Winona State College in exploring areas for cooperation involving the three institutions.

Nazareth College, Rochester, New York, and St. John Fisher College, Rochester. Nazareth College and nearby St. John Fisher College have an agreement whereby faculty and facilities of both institutions are made available to an unlimited number of students. The cooperative program also provides opportunities for a varied program of extracurricular and social activities.

Marylhurst College, Marylhurst, Oregon, and University of Portland, Portland, Oregon. Under a cooperative agreement, all undergraduates at the University of Portland may take courses at Marylhurst. Currently, students are availing themselves of courses in art and in home economics. At present, members of the university faculty are teaching courses in psychology on the Marylhurst campus. The two institutions also have an agreement for the cooperative engagement of visiting lecturers.

Marquette University, Milwaukee, Wisconsin, and Layton School of Art, Milwaukee. A cooperative agreement reached in 1956 by the Layton School of Art and Marquette provides Marquette's students with the opportunity to enroll in certain art courses at Layton which are not included in the regular curriculum in the university's College of Liberal Arts. More than 300 Marquette students received credit for courses taken at Layton between 1956 and 1961.

St. Thomas Aquinas College, Sparkill, New York, and Presentation Junior College, Newburgh, New York. Graduates of the three-year program at Presentation Junior College complete their baccalaureate work at St. Thomas. Three part-time lecturers, members of the Presentation Sisters of Newburgh, are on the staff at St. Thomas.

St. Thomas is also sharing the services of a laywoman, an adjunct associate professor of French, with Dominican College of Blauvelt. A study was recently conducted to determine possible areas of cooperation between the latter two institutions, which are located a short distance apart.

Fordham University, New York, and Union Theological Seminary, New York. In keeping with the modern ecumenical spirit, Fordham University and Union Theological Seminary have agreed to a four-part program to develop appropriate means of academic cooperation for the expansion of the graduate courses in theology of both institutions. This arrangement, believed to be the first of its kind, is scheduled to go into operation in September, 1966.

Under the terms of the agreement, the institutions will exchange professors; each will accept academic credits of the other (six on the master's level and twelve on the doctoral level); each school will list in its academic catalogue five courses available at the other; and students on the doctoral level will enjoy the mutual library-borrowing privileges of both institutions.

Multilateral Arrangements

Graduate Theological Union (San Francisco Bay Area). The Graduate Theological Union was specifically formed to combine theological and, indirectly, university resources of the Bay Area at the doctoral level in the field of religion. Currently participating in this cooperative program are Berkeley Baptist Divinity School, The Church Divinity School of the Pacific (Protestant Episcopal), The Pacific Lutheran Theological Seminary, Pacific School of Religion (interdenominational), Saint Albert's College (Dominican), San Francisco Theological Seminary (Presbyterian), and Starr King School for the Ministry (Unitarian Universalist). Plans are under way for two additional Roman Catholic institutions; plans are also being made for Jewish and Eastern Orthodox scholars to become members. One of the first joint projects of the Union was the establishment of a central office and a Bibliographical Center in Berkeley adjacent to four of the cooperating schools and the University of California.

Chicago Area Liberal Arts Colleges (J. E. Baird, *Program Coordinator*). When the facilities at the Argonne National Laboratory became available for instruction and research, eighteen Chicago area liberal arts colleges—eight of which are Catholic (Barat, Lewis, Mundelein, Rosary, St. Dominic, St. Francis, St. Procopius, and St. Xavier)—entered into an agreement with Argonne to cooperate in science education. Work in the instructional laboratories is limited to juniors and seniors majoring in mathematics or science. The program consists of faculty-student experiments, faculty workshops, and student seminars in biology, chemistry, physics, and mathematics. In addition, telephone-lecture seminars in radiobiology were introduced in September, 1964.

Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods, Indiana; Indiana State College, Terre Haute, Indiana; Rose Polytechnic Institute, Terre Haute. Limited enrollments in specialized courses which did not justify the engagement of full-time qualified instructors prompted Saint Mary-of-the-Woods, the only Catholic college in the locality, to establish a cooperative program with nearby Indiana State College and Rose Polytechnic Institute. This joint arrangement permits students to take courses not offered on their home campuses at one of the cooperating institutions. The three institutions also engage visiting lecturers cooperatively and have agreed to use each other's library facilities, including film libraries.

Incarnate Word College, San Antonio, Texas; Our Lady of the Lake College, San Antonio; St. Mary's University, San Antonio. The three San Antonio Catholic institutions of higher education have reached an agreement whereby they have pooled the resources of their graduate schools and are interchanging academic credits for graduate courses taken at any of the cooperating institutions. This joint graduate program offers courses leading to a master's degree in business administration, biology, chemistry, economics, education, engineering, English, government, history, mathematics, physics, sacred doctrine, and social work.

Marycrest College, Davenport, Iowa; St. Ambrose College, Davenport; Augustana College, Rock Island, Illinois; John Deere Library and Public

Libraries of Quad-City Area. Financial support from the John Deere Foundation made possible a computerized list of the library holdings of Marycrest, St. Ambrose, Augustana, John Deere Library, and all the public libraries in the Quad-City area. Through a joint arrangement these holdings and all library facilities have been made available to the faculty and students of the three colleges as well as to the general public.

Associated Colleges of the Mid-Hudson Area, Incorporated (Dr. James Hall, *Chairman*): Bard College, Bennett College, Marist College, Dutchess Community College, State University at New Platz, and Vassar College. The Associated Colleges of the Mid-Hudson Area were incorporated in January 1965 primarily as an organization through and by means of which the institutions may, by joint action, more effectively and efficiently achieve their separate corporate purposes and engage in joint projects which may be beyond the means or abilities of any one individual institution. Marist College, Poughkeepsie, New York, is the only Catholic college in the association.

Clarke College, Dubuque, Iowa; Loras College, Dubuque; University of Dubuque, Dubuque. Two Catholic colleges—Clarke for women and Loras for men—and a non-Catholic institution of higher education, the University of Dubuque—Presbyterian coeducational—have an agreement whereby their students may share the library materials and facilities of the three institutions. In addition, because of limited enrollments in some courses, joint classes and seminars have been arranged. Clarke students take courses, for example, in German and Russian at Loras; students from Loras and the university attend classes on the Clarke campus; and some Clarke students are enrolled in classes at Dubuque.

University of Santa Clara (Alma College); Sister Formation Colleges of San Francisco Bay Area. A regular cycled program in theology is made available to more than 150 students through the cooperation and coordination of the University of Santa Clara's Alma College and the Sister Formation Colleges of the San Francisco Bay Area. The colleges have a common faculty of five qualified theologians and offer ten courses—each faculty member teaching one course in two separate cooperating institutions.

Tri-College Program (Dr. Edward L. Henry, *Coordinator*): College of St. Benedict, St. Joseph, Minnesota; St. John's University, Collegeville, Minnesota; St. Cloud State College, St. Cloud, Minnesota. The Tri-College Program is a joint experiment in general education for faculty members and superior students of the College of St. Benedict, St. John's University, and St. Cloud State College. Joint activities include a "Great Issues" course, involving faculty and student panels of the three institutions meeting in joint session for discussion of crucial issues; a "Visiting Consultant" program, in which persons in specified fields relevant to the "issues" are invited for lecture and consultant purposes: a "Summer Faculty Improvement" program, by means of which faculty members involved in the program attend classes, do research relative to the coming year's theme, or study academic improvement programs extant in other universities. Each school's quota of twelve students selected from the

junior and senior classes take the course by invitation. A local campus moderator at each institution, with the assistance of the local faculty member who is on the panel for the month, gives continuity to the course. Approximately twenty-five faculty members from the three institutions are involved each year. Rotation of assignment has been the accepted policy, where possible, in order to involve more faculty members.

Bellarmine College, Louisville, Kentucky; Catherine Spalding College, Louisville; Ursuline College, Louisville. These three Catholic institutions of higher education in Louisville have an agreement whereby a student who needs a particular course not offered by his home college may take it at one of the other two without payment of additional tuition. Catherine Spalding's philosophy majors regularly take their seminars at Bellarmine; history students also take courses at Bellarmine. Bellarmine and Ursuline students take foreign languages and theology at Spalding. Joint classes, cultural and social programs, leadership seminars for students, joint baccalaureate, tri-college day, and the "Book-of-the-Semester" program are some of the cooperative activities in which they are currently engaged.

A recent study of the potentialities for effective cooperation between Bellarmine and Ursuline revealed "that the colleges have the resources and the leadership required to achieve a high level of effective cooperation." Plans are under way and actions have been taken to implement the proposals for cooperation and coordination between these two institutions.

Nazareth College, Kalamazoo, Michigan; Kalamazoo College, Kalamazoo; Western Michigan University, Kalamazoo. Nazareth, a Catholic college for women, instituted a Day of Contemplation for the faculty personnel of the three institutions of higher education in Kalamazoo—a Catholic college, a state university, and a Baptist liberal arts college. This has served as a stepping-stone to the formation of a joint planning committee for future cooperative programs.

St. John Fisher College, Rochester, New York; Nazareth College, Rochester; Colgate Rochester Divinity School, Rochester; Monroe Community College, Rochester; Roberts Wesleyan College, North Chili, New York; Rochester Institute of Technology, Rochester; State University College at Brockport, New York; State University College at Genesco, New York; University of Rochester, Rochester. At the outset of the founding of St. John Fisher College in Rochester, the directors sought and obtained cooperation with all institutions of higher education in the area—Catholic and non-Catholic. Informal cooperation has existed for many years among the nine institutions. The presidents, deans, registrars, business officers, and librarians hold separate meetings several times during the year. Students have a joint interracial council and joint international student activities. The full-time faculty in one institution may teach part time in another; departments have joint seminars, lectures, and study sessions. The area institutions have also made arrangements for joint purchasing. Students are permitted, under certain conditions, to take courses in one institution and receive credit from another; special lectures by faculty members to another institution are given without remuneration. The nine institutions are members of the Rochester

Area Educational Television Association. Four times a year all area presidents, deans, and public and Catholic school superintendents and their assistants, as well as all headmasters and headmistresses of private schools, meet for dinner and an evening of discussion. Plans are under way for the improvement, expansion, and further development of existing cooperative programs.

Non-Western Studies Program (Dr. Yu-Kuang Chu, *Chairman*): College of St. Rose, Albany, New York; Russell Sage College, Troy, New York; Skidmore College, Saratoga, New York; State University of New York at Albany; Union College, Schenectady, New York. In this program four liberal arts colleges and a professional school have pooled their resources in the preparation of teachers for a future cooperative program in area studies for their students.

Immaculate Heart College, Los Angeles, California; Loyola University, Los Angeles; Mount St. Mary's College, Los Angeles. The cooperative graduate program sponsored by the three Los Angeles institutions of higher education enables students enrolled in the degree program of any of these institutions to participate in the cooperative graduate program with the approval of the student's adviser and the dean of the graduate school of his institution. There is no limit to the number of transferrable credits. Tuition is paid to the degree-granting institution.

Cleveland Catholic Colleges (George E. Grauel, *Chairman* of Liaison Committee): Borromeo College Seminary, Wickliffe, Ohio; John Carroll University, Cleveland, Ohio; Notre Dame College, Cleveland; St. John College, Cleveland; Ursuline College, Cleveland. With future plans which include the cooperative use of library facilities and the interchange of faculty members, the CCC Liaison Committee has undertaken as its first project the preparation of a ten-year development program for enrollment, faculty, physical facilities, and finances for each of the cooperating institutions.

Pro Deo Association of Catholic Colleges: Brentwood College, Brentwood, Long Island, New York; Dominican College of Blauvelt, New York; Good Shepherd House of Studies, Peekskill, New York; Ladycliff College, Highland Falls, New York; Mary Rogers College, Maryknoll, New York; Marymount College, Tarrytown, New York; Mercy College, Dobbs Ferry, New York; Mother Celine House of Studies, Port Chester, New York; Mount St. Mary College, Newburgh, New York; Presentation Junior College, Newburgh; Queen of Apostles College, Harriman, New York; St. Thomas Aquinas College, Sparkill, New York. Founded in 1954, legally incorporated in 1959, and chartered by the New York Board of Regents in 1964, the association's primary purpose is to aid and assist institutions of higher learning in which there is a program of studies designed for the education of women who are members of religious communities. It is organized into groups called councils, of which there are two currently functioning—the Dean's Council and the Librarians' Council. The charter provides for additional councils to be formed as needed in order to carry out the association's objectives.

Cooperative relationships entail no loss of identity or autonomy, and agreements do not involve commitments for all time. However, the members are moving gradually but persistently toward the development of significant cooperative projects. Some of their successful cooperative ventures include: (1) a union list of serials and a union catalog of holdings of the libraries of the member colleges, (2) group purchasing, and (3) joint workshop activities.

The association publishes an annual report and a newsletter in addition to circulars and other aids to communication and cooperation.

The Joint Graduate Consortium (Dr. Elmer D. West, *Executive Secretary*). The consortium is a cooperative arrangement through which five universities in Washington, D.C.—The American University, The Catholic University of America, The George Washington University, Georgetown University, and Howard University—are pooling the resources of their respective graduate schools. The arrangement enables a graduate student in an approved program leading to a graduate degree in any one of the five universities to select from the combined offerings of all five universities the courses which best meet his needs. With the approval of his adviser, any full-time or part-time student working toward a master's or doctor's degree may take courses at another university which are not available at his own. He registers for consortium courses and pays for graduate study at his own institution.

Kansas City Regional Council for Higher Education (Dr. Herbert H. Wood, *Executive Director*). The Kansas City Regional Council for Higher Education is a non-profit corporation devoted to cooperative programming in higher education for the Greater Kansas City area. It was formally chartered in 1962 and is controlled by a Board of Directors composed of the presidents of the sixteen member institutions, five of which are Catholic—Avila College, Kansas City, Missouri; Mount St. Scholastica College, Atchison, Kansas; Rockhurst College, Kansas City, Missouri; St. Benedict's College, Atchison, Kansas; and St. Mary College, Xavier, Kansas.

Representative of the council's activities are the following programs and projects: (1) the collection and dissemination of information to members on activities and programs of potential interest; (2) cooperative use of outstanding scholars and speakers; (3) the publication and distribution of lists of faculty members available for presentations on other member campuses; (4) a coordinated calendar listing major academic and cultural events on member campuses; (5) the opportunity for students from one institution to supplement their education by taking a limited number of courses on campuses of the cooperating institutions; (6) administration of a $5,000 grant from the Kansas City Association of Trusts and Foundations for special faculty research and study projects; (7) publication of a profile booklet listing pertinent data on members; and (8) development of a comprehensive program of cooperation between libraries in such areas as storage, union lists, and joint purchasing and processing.

Cooperative Association of Presidents of New England Catholic Colleges for Women (Sister M. Theodore, R.S.M., *Chairman*). The associa-

tion, composed of fifteen Catholic colleges for women in the New England area, grew out of the realization that in cooperation there is potential strength. It lists among the successful cooperative projects undertaken to date joint studies of the needs, facilities, and resources of the region; cooperative fund-raising programs; the joint appointment of a public relations officer; combined college nights; and the publication of a joint brochure. At the annual meeting of the association common problems are discussed, past cooperative experiences are evaluated, and plans are formulated for future joint projects.

The Central States College Association (Dr. Pressley McCoy, *President*). Founded in 1965 as an organization of ten church-related (Protestant) liberal arts colleges located in six midwestern states (Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin), the CSCA recently invited into its membership two Catholic institutions of higher education—Mundelein College, Chicago, Illinois, and St. John's University, Collegeville, Minnesota. Membership in the association now includes institutions conducted by Lutherans, Methodists, Presbyterians, Roman Catholics, and United Brethern.

According to the president of CSCA, this academic and ecumenical cooperative endeavor is being developed on the premise that the twelve liberal arts colleges are, in effect, a university of approximately 15,000 students and more than 1,000 faculty members. Freedom of movement among the participating institutions for both students and faculty is a feature. Credit given for work completed at any one institution will be accepted at the other member colleges with no additional cost to the student.

Under consideration for future cooperation among the CSCA members are programs in research, closed circuit TV, admissions, study abroad, summer sessions, appointments of scholars and artists, area studies, critical languages, sciences, student and faculty exchange, and library.

The Claremont Colleges, Claremont, California. When Immaculate Heart College of Los Angeles, California, moves from its present site to join the Claremont Colleges, it will be the first Catholic college to take advantage of the opportunities offered by the Claremont arrangement. Here are combined the features of a small residential college and the advantages of the broader facilities and scope of a university.

Each of the six colleges associated with Claremont remains autonomous, having its own campus, administrative officers, faculty, board of trustees, and students. However, there will be faculty exchange, and students will be permitted to take courses in the other colleges at no extra cost; a large auditorium, libraries, museums, laboratories, lectures, and health services will be used jointly; and, in addition, opportunties for graduate study and research, such as are usually found in major universities throughout the country, will be made available.

Cooperative Center for the Education of Teaching Sisters; Trinity College, Washington, D.C. Planned by the Sisters of Notre Dame de Namur, the center will be located in Washington, D.C., across from Trinity College and contiguous with The Catholic University of America.

The cooperative arrangement is designed to serve sister students of several religious communities in the attainment of fully integrated religious formation and upper-division academic training. By making available to them the faculty and facilities of Trinity College, as well as those of all institutions of higher education in the District of Columbia and nearby Maryland, it is hoped that the widely different needs of the individual students will be met.

Guidelines

Some guidelines which have emerged from interviews with authorities and from pertinent literature are suggested here for those contemplating the initiation of cooperative programs:

1. Administrative leadership should pervade the entire proceedings in order to create or establish proper relationships of mutual trust and understanding between and/or among cooperating institutions.
2. Representatives of institutions of higher education in close proximity should meet to discuss the possibility of interinstitutional cooperation and the benefits accruing from participation therein.
3. When contemplating the initiation of joint enterprises, significant factors such as geographical proximity, philosophy, and objectives of the cooperating institutions should be taken into account.
4. A survey of the educational needs and resources of a geographical area prior to the establishment of a joint program, whether conducted jointly by the institutions or by an outside agency, should be one of the initial steps in the cooperative procedure.
5. Cognizance of the existent strengths and weaknesses of each of the cooperating institutions is essential in planning joint ventures.
6. Willingness on the part of the participants to recognize and to accept one another's strengths is a significant factor in the organization of a cooperative program.
7. In selecting areas for cooperation, serious consideration should be given to faculty competence, adequacy of facilities, availability of financial resources, and other factors appropriate to the enterprise.
8. Since the attitude of the personnel who are to function in cooperative programs is crucial to the success of the undertakings, every effort should be made to select only those who believe in, and are enthusiastic about, joint arrangements.

9. Joint long-range planning of all colleges and universities in a geographical area should culminate in greater effectiveness of the overall contribution of higher education to the community and to the nation.
10. From the outset records should be kept of all plans made and of business transacted at the meetings of the institutional representatives. Copies should be distributed to all participants.
11. Initial plans for joint undertakings should be tentatively formulated, thus allowing for reexamination and further discussion at subsequent meetings.
12. Members of the administration and the faculty should be invited to attend meetings at which the implementation of the cooperative programs will be discussed.
13. First ventures into interinstitutional cooperation should be on a limited basis and should encompass only those areas which the participants can adequately implement.
14. Guidelines which may emerge from experiences with initial joint efforts should be explicitly stated in writing and should be understood by all participants.
15. Descriptive statements of the arrangements agreed upon by the cooperating institutions should stipulate clearly and accurately the roles, responsibilities, and commitments of each institution. Objectives and potential benefits of the arrangement should be specific, well defined, and understood by all.
16. Interinstitutional, as well as intrainstitutional, communications are of the utmost importance to the success of cooperative programs and should, therefore, be open at all times to all participants.
17. Following the establishment of a cooperative program, provision should be made for continuing, objective evaluations of all aspects of the undertaking.
18. Administrators of colleges and universities who are burdened with duties and pressed for time should not assume the responsibility of administering joint enterprises. The better practice would be to assign these duties to an assistant in charge of cooperative programs.
19. Programs limited in scope, such as cooperation in one discipline or area, may well be administered by the chairman of the depart-

ment involved; his work load, however, should be lightened proportionately.

20. Joint enterprises, more complex and broader in scope, should have a staff separate and apart from any of the cooperating institutions to act as a service agency rather than an administrative agency.
21. Enrollment for courses at institutions other than the one in which the student is registered should be made as simple as possible.
22. Financial arrangements for the program should be the concern of the business officers and should be in accordance with the plan agreed upon by the cooperating institutions.
23. Provision should be made by the cooperating institutions for the collection and dissemination of information relative to the achievements and problems, the advantages and disadvantages, as well as the strengths and weaknesses, of cooperative programs currently in operation.
24. Institutions considering the possibility of foundation support to underwrite program costs should seek such support for broad-scale projects rather than for joint efforts which are limited in scope.
25. Aware of the advantages of incorporation, the cooperating institutions should decide during initial planning stages whether or not to incorporate.

Selected Bibliography

Books

Anderson, Wayne W. *Cooperation Within American Higher Education.* Washington, D.C.: Association of American Colleges, 1964. Pp. iii + 73.

Deferrari, Roy J. *Some Problems of Catholic Higher Education in the United States.* Boston: Daughters of St. Paul, 1963. Pp. 282.

Donovan, George F. (ed.). *College and University Interinstitutional Cooperation.* (The Proceedings of the Workshop on College and University Interinstitutional Cooperation conducted at The Catholic University of America, June 11-22, 1964). Washington, D.C.: The Catholic University of America Press, 1965. Pp. iii + 158.

Glenny, Lyman A. *Autonomy of Public Colleges: The Challenge of Coordination.* New York: McGraw-Hill Book Company, Inc., 1959. Pp. vii + 325.

Martorana, S. V., Messersmith, James C., and Nelson, Laurence O. *Cooperative Projects Among Colleges and Universities.* U.S. Office of Education Circular No. 649. Washington, D.C.: Government Printing Office, 1961. Pp. iii + 45.

Wilson, Logan (ed.). *Emerging Patterns in American Higher Education.* Washington, D.C.: American Council on Education, 1965. Pp. v + 292.

Articles and Periodicals

DEFERRARI, ROY J. "A Cooperative Center for the Education of Teaching Sisters," *The Catholic University of America Affiliation Bulletin on Higher Education,* XXVII (November, 1964), 6-8.

DILLENBERGER, JOHN. "Graduate Theological Union—San Francisco Bay Area," *The Ecumenist,* II (September-October, 1964), 107-117.

ERTELL, MERTON W. "Toward a Philosophy of Interinstitutional Cooperation," *Educational Record,* XXXIX (April, 1958), 131-139.

FITZROY, HERBERT W. K. "The Richmond Area University Center: An Experiment in Cooperation," *Educational Record,* XXXVIII (July, 1957), 241-249.

GLEASON, SISTER HILDA, D.C. "Cooperation of Six Small Colleges in Non-Western Studies Program," *Catholic Educational Review,* LXI (October, 1963), 470-474.

HALLINAN, PAUL J. "The Responsibility of Catholic Higher Education," *National Catholic Educational Association Bulletin,* LIX (August, 1963), 145-152.

JAMRICH, JOHN X. "Interinstitutional Cooperation in Research and Instruction," *College and University,* XL (Fall, 1964), 25-34.

JOHNSON, ELDON L. "College Federations," *Journal of Higher Education,* XXXVII (January, 1966), 1-9.

KEENAN, BOYD R. "Big Ten Harmony: Academic Style," *Journal of Higher Education,* XXXII (May, 1961), 252-259.

LAVERY, CHARLES J. and SISTER HELEN DANIEL. "Are Our Catholic Colleges Doomed: Interinstitutional Cooperation," *Catholic Educator,* XXXII (April, 1962), 757-760.

MESSERSMITH, JAMES C. "Ideas and Patterns for Future Programs of Interinstitutional Cooperation," *Current Issues in Higher Education, 1962,* 150-153.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION. "Interinstitutional Cooperation," *National Catholic Educational Association Bulletin,* LX (February, 1964), entire issue.

REINERT, PAUL C. "Responsibility of American Catholic Higher Education in Meeting National Needs," *National Catholic Educational Association Bulletin,* LX (August, 1964), 134-142.

STEWART, BLAIR. "Cooperation Among Liberal Arts Colleges," *Liberal Education,* XLVI (March, 1960), 66-71.

WEST, ELMER D. "The Joint Graduate Consortium," *Journal of Higher Education,* XXXVI (October, 1965), 366-372.

An Up-to-Date Report on Catholic Education in the United States

WINIFRED R. LONG*

SIX MILLION STUDENTS are enrolled in the Catholic schools of the United States this year, from kindergarten through university and professional school. This means that one U.S. student in every nine is in a Catholic school.[1] They attend more than 14,000 institutions, from tiny two-teacher rural grade schools to large, complex universities; from slum area schools serving thousands of the children of the underprivileged to some of America's most exclusive prep schools.

The proportion of America's children and young adults in Catholic schools is highest at the elementary school level, where 1 in every 8 pupils attends a Catholic school. In high schools, and in colleges and universities, the figure is 1 in every 12 students.

The figures for 1965-66 are:

	No. of Schools	*Enrollment*
Seminaries	454	49,957
Colleges and universities	314	417,115
High schools	2,460	1,095,000
Elementary schools	10,836	4,465,000
Total	14,064	6,027,072

THE ELEMENTARY SCHOOLS

In Catholic elementary education this year there are more schools, more religious teachers, and more lay teachers—but fewer pupils, as diocese after diocese tightens its restrictions on class size.

More space.—There are now more than 10,000 Catholic grade schools, and they contain 109,986 classrooms this year—2,337 more than a year ago, when there were 107,649. This means that about

* Mrs. Long is the coordinator of program and research at the headquarters office of the National Catholic Educational Association.

[1] The Bureau of the Census of the U.S. Department of Commerce reports 53,769,000 pupils this year in U.S. schools and colleges of all types (*Population Characteristics.* Current Population Reports, Series P-20, No. 149. Washington, D.C.: the Bureau, February 11, 1966).

86,000 pupils are occupying classrooms this year that were not available last year.

More teachers.—The total teaching force in the grade schools this year is the largest ever, 121,300, which is 2,550 more teachers than last year's total of 118,750. There are 77,350 sisters, brothers, and priests teaching now, as compared with 76,750 a year ago. As has been true in every recent year, the number of lay teachers grew even more—43,950 now, as compared with 42,000 a year ago. The proportion of lay teachers in the total teaching staff, therefore, has risen again—36 percent this year, 35 percent last year.

Fewer pupils.—Total grade school enrollment this year is 4,465,000, a drop of 66,000 pupils, or 1.5 percent, from the 4,531,000 enrolled a year ago. As stated above, the main reason for the drop is the tightening of restrictions on class size. Gradually almost all of the dioceses have placed such restrictions in effect for their grade schools during the last three or four years; this year the allowable size was cut again to a still smaller figure in many dioceses.

Pupil-teacher ratio.—More space, more teachers, and fewer pupils inevitably add up, of course, to smaller class size. For the United States as a whole, the pupil-teacher ratio in Catholic elementary schools this year is 36 pupils per teacher. Last year it was 38; the year before that, it was 39.

Teacher-aide programs.—The provision of teacher aides to relieve hard-pressed teachers of many clerical and housekeeping chores is a fast-growing practice in public and Catholic schools alike. This year, about one in every four Catholic elementary schools has a teacher-aide program.

Shared-time programs.—Few Catholic elementary schools as yet have shared-time programs with the public schools. In a recent check, only 237 schools were reported to have such programs this year, with only 26,000 pupils involved in them—or 6 pupils in every 1,000 enrolled. Almost all of the 26,000 were seventh- and eighth-grade pupils, taking such courses as shop, home economics, band, and physical education at the public schools. Most of these, furthermore, were in cities where such shared-time programs had existed for years. The beginnings of developing new programs are observable this year, however, with pupils taking language, math, science, fine arts, and such remedial programs as speech correction under public school auspices in areas where no such programs existed prior to the recent Federal aid legislation. Next year's reports will be the ones to

watch, to see whether these programs have developed into meaningful proportions.

Non-Catholic pupils.—Many dioceses do not keep figures on the number of non-Catholic pupils enrolled. Eighty which do, reported a total of 43,790 such pupils in their grade schools. A conservative estimate would place the total number this year somewhere in excess of 60,000. In four dioceses more than 10 percent of the pupils in the Catholic elementary schools are non-Catholic. They are the Dioceses of Mobile-Birmingham, Alabama; Savannah, Georgia; Natchez-Jackson, Mississippi; and Raleigh, North Carolina.

The High Schools

Two current trends at the high school level are worth noting.

Fewer but larger schools.—The trend toward consolidation of small parish high schools into large central or inter-parochial high schools, observable throughout the sixties, continued this year. The result is that, despite the opening of many completely new high schools each year, particularly in the new suburban areas, the total number of high schools is slowly declining year by year, due to the consolidation of anywhere from two to five small parish schools at a time into one central school.

For the first time, a marked slowing of the enrollment upsurge.—This year, for the first time, there is the beginning of a leveling off of enrollment at the high school level. The growth this year over last year is only a small fraction of one percent. The number of dioceses with decreases in high school enrollment almost equals the number with increases. Almost without exception, both the increases and the decreases are very small proportionately. A spot-check of the dioceses reveals that the major cause is the imposition of class-size limitations, with resulting waiting lists. Other factors are the phasing out of some rural high schools considered too small to be educationally viable, and the inability to keep up with the need for building new high schools in the suburbs.

The Colleges and Universities

The great speed with which programs of interinstitutional cooperation are being instituted is the most notable development among Catholic colleges and universities this year. One college in every three is involved in some form of shared facilities and/or

faculty with one or more other institutions today, and two-thirds of these programs did not exist prior to 1960. The lead article in this BULLETIN, by Sister Mary Dolores Salerno, D.M., analyzes no less than 155 programs of interinstitutional cooperation in which 95 Catholic colleges and universities are involved. As readers of her article will discover, many of the programs in her study involve joint use of facilities or staff with state colleges and universities and other non-Catholic institutions.

THE SEMINARIES

Statistics on Catholic seminaries and their faculty and students this year are given below. For comparison, the 1962-63 figures are shown:

	1965-66	*1962-63*	*Growth*
Number of seminaries	454	444	10
Faculty	5,036	4,514	522
Students	49,957	49,577	380
Priests newly ordained	2,259	1,671	588

Two trends in the training of Catholic seminarians are developing swiftly at present. One is the change from the traditional 6-6 plan of organization (6 years minor seminary, 6 years major seminary) to the 4-4-4 plan (4 years high school, 4 years college, 4 years theology). The newer plan fits more smoothly into the overall American pattern of education, of course, and greatly smooths the way for interinstitutional cooperative use of facilities, particularly between seminaries and colleges. It also makes easier the re-entry into lay pursuits of those who enter upon a priestly vocation but find later that they are unsuited for it. In 1965-66, for the first time, the majority of American seminaries were organized on the 4-4-4 plan (254 out of 454).

Also notable is the swiftness with which Catholic seminaries, in common with the rest of American higher education, are entering upon cooperative use of facilities and personnel with other colleges and seminaries. In 1965-66, more than 150 of the seminaries were engaged in one form or another of such cooperation. In most cases, the seminaries were sending their students to nearby liberal arts colleges for the academic subjects of the middle four years of training.

This year's seminary statistics also offer an interesting evidence of the worldwide involvement of Catholic education. One in every 40

of the seminarians enrolled this year is a foreign student (1,267 out of 49,957 students). In almost every case they will serve in their home countries after their studies are completed. On the other hand, three seminaries included in the figures above are foreign—Mount Carmel College in Ontario, the North American College in Rome, and the American College in Louvain—all of which train candidates for the United States priesthood exclusively.

MEMBERSHIP IN THE ASSOCIATION

All who are interested in the welfare of Catholic educational work are invited to become members of the National Catholic Educational Association. It is the desire of the Executive Board that the membership be increased so that the organization may represent a powerful influence in favor of religious education in America.

Support: The expenses of the Association are raised by the annual dues of the members, and by contributions from those who have taken a particular interest in the work. Membership dues are as follows:

Major Seminary Dues: Each Seminary in the Major Seminary Department pays an annual fee of $25.00.

Minor Seminary Dues: Each Minor Seminary in the Minor Seminary Department pays an annual fee of $25.00.

College and University Dues: *Constituent Membership*—Each college or university with an enrollment of 1,500 or over pays an annual fee of $150.00; institutions with enrollment between 1,000 and 1,499 pay $125.00 annually; institutions with enrollment between 500 and 999 pay $100.00 annually; institutions with enrollment of less than 500 pay $75.00 annually. *Associate Membership*—Institutions holding Associate Membership pay $25.00 per year.

Newman Foundation Dues: Each Newman Foundation member pays an annual fee of $25.00.

School Superintendents Dues: Each Superintendent in the School Superintendents Department pays an annual fee of $10.00.

Secondary School Dues: Each secondary school with an enrollment of 1,000 or more pays an annual fee of $100.00; schools with enrollment between 400 and 999 pay $50.00 annually; those with enrollment of less than 400 pay $25.00 annually.

Elementary School Dues: Each institutional member in the Elementary School Department pays an annual fee of $12.00.

Special Education Dues: Each member in the Special Education Department pays an annual fee of $10.00.

Supervisors Dues: Each member of the Supervisors Section pays an annual fee of $10.00.

Individual Membership: Anyone interested in the work of Catholic education may become a member of the Association. Individual membership, however, should not be a substitute for institutional membership; for example, staff members of Catholic educational institutions may become individual members, but not in place of institutional membership of their schools. The annual fee for general individual membership is $5.00. Individuals may also become sustaining members of the Association, at a fee of $25.00 annually.

Publications: The Association issues a quarterly *Bulletin* published in February, May, August, and November of each year. The August *Bulletin* includes the Proceedings of the Annual Meeting. These *Bulletins* and some special publications are sent to all members. Departmental publications go to members of the various departments.

General Offices of the National Catholic Educational Association
1785 Massachusetts Avenue, N.W., Washington, D.C., 20036

The Bulletin is published quarterly by the National Catholic Educational Association. Subscription price, $3.00 per year. Annual individual membership fee in the Association including *Bulletin*, $5.00. Office of the Executive Secretary, 1785 Massachusetts Avenue, N.W., Washington, D.C., 20036. *The National Catholic Educational Association Bulletin* is indexed in *The Education Index* of the H. W. Wilson Co. as well as in *The Catholic Periodical Index*. Second-class postage paid at Washington, D.C.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
BULLETIN

1785 MASSACHUSETTS AVE., N.W. WASHINGTON, D.C. 20036

Second-class postage paid at Washington, D.C.

St. Mary's High School
Att.: The Principal
98 New Street
Mount Clemens, Michigan

RETURN REQUESTED